Childhood Education

Children as Responsible Citizens

April 1961

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For Those Concerned with Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

Childhood Education

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Bluebirds (Campfire Girls) use imagination in making up a game. The ball was displayed at Toy Exhibit in Childhood Education Center.

Children as Responsible Citizens

THE HONORABLE ABRAHAM RIBICOFF
Secretary of Health, Education, and Welfare

PRESIDENT KENNEDY'S ELOQUENT PLEA — "ASK NOT WHAT YOUR country can do for you: Ask what you can do for your country"— applies to the children of America as well as to the adults. Their years of growing are of tremendous importance to them and to their country.

The children and youth of America are our greatest resource, our pride and our hope for the future. The future belongs to them and the *kind* of future depends upon how we all (both children and adults) work today and every day. What we do *now* will determine the future to a large extent.

There are endless opportunities for most children to grow in good citizenship—in the home, the school, the church and the larger life of the community. Parents, teachers and all of us can do much to provide the kind of educational opportunities that will encourage children to fully develop their potentialities. It is up to adults to add constantly to these opportunities.

We want all children to grow strong and healthy in mind and body, to have good human relationships, to gain spiritual insights. There are many ways in which we can help them develop toward these goals.

Children learn to respect the basic rules of family and school when they have been involved in helping to make these rules. *They learn to live in harmony with others* when they have experienced good relationships with their age mates and adults. Here we should not underestimate the influence of examples set by adults. *Children learn the limits of their own rights* at an early age when they have been permitted to discover these limits through their own firsthand experiences. Limits are set for children by adults when safety is at stake and when the rights of others are jeopardized. Flexibility is needed within these limits in order for children to grow in self-control.

As children progress in the school years, adults should help them grow toward excellence in speaking, reading and writing their own language. We should encourage our children to discover the joys and the never-ending satisfactions of good books.

We must further encourage the nation's children to participate in healthful activities; we must place importance on strong, well-coordinated bodies as well as alert minds. Opportunities for this should not be confined to the "born athletes" but should be extended to all children in accordance with their capacities.

Above all, we must encourage our children to put their enormous energies and interests to good use; to be hard working and hard playing; to grow up with strong inclinations to help—not hinder; to give—not get.

Such children will find their own lives happy and rewarding. And they will grow up to be the citizens and the leaders upon whom our progress as a nation will surely depend.

By ROBERT J. HAVIGHURST

Today's Children and Tomorrow's World

This article is based on a talk given in January 1961 at Pacific Oaks Friends School, Pasadena, California, as a Highlight Event in the School's Community Service Program.

TODAY'S CHILDREN WILL MAKE TOMORROW'S world. But we make today's children and we give them today's world to work with. We are responsible for the children; to some extent we are responsible for today's world in which they live.

I propose to consider today's world and its trends and to indicate the nature of the situation in which children will grow and work. Then I shall suggest the kind of person who can best deal with this world-in-the-making and ask how we can produce that kind of person.

An American View of the World

North Americans tend to see the world in optimistic terms. Our country has grown up in a period when the European-North American segment of the world was growing prosperous and powerful. Our present wealth and abundance lead us to take an optimistic view of history. In the nineteenth century we were inclined to believe that the world was getting better in response to some basic law of historical evolution.

This naive optimism has suffered some rude shocks during the twentieth century: two world wars, a disastrous economic depression and the threat of nuclear extermination. These have tempered the American optimism with some realism. Still, we are basically optimistic.

We now believe that the world can be made better if we work at it. We also believe in ourselves as makers of history and see history as a product of human achievement. We are an achievement-oriented people.

We see *our part of the world as an area of abundance with potentialities for a better society*, even though we recognize our waste of wealth on things which do not produce a better society.

We see the world *becoming interdependent*, and we know our future welfare is bound up with that of the rest of the world. We see ourselves as responsible members of a world organization which must work to produce world order.

Finally, we know the *future will be complex*. The solutions of our domestic, international, social, economic and political problems will have to be worked out on terms which have not yet been drawn up. This will require imagination and flexibility on our part.

The outcome of our competition with Russia can only be guessed. It certainly will not be resolved by military means, unless we or they blunder into war or are drawn in by other nations who are about to join the atomic club. This competition will be resolved in terms of politics and economics, technology and ideology. The result is not likely to be what either we or the Russians would call a victory.

Looking at present and probable events, the historian, Robert Heilbroner, warns us that our usual optimism will be strained by disillusionment to come. We will need two other qualities: fortitude and understanding. These will help us see that although this century is not a period of rapid progress and fulfillment of our social ideals, it is not a time of total loss. There is a job to be done. By doing this job we can influence for the better the vast and impersonal process of world-wide evolution.

> . . . For this we need an attitude which accepts the outlook of the historic future without succumbing to false hopes or to an equally false despair; a point of view which sees in the juggernaut of history's forces both the means by which progress painfully made in the past may be trampled underfoot, and the means by which a broader and stronger base for progress in the future may be brought into being.
>
> Such an attitude may retain its kernel of optimism. But more is needed for the display of stoic fortitude than a residual faith in the idea of progress. Above all there is required an understanding of the grand dynamic of history's forces in preparing the way for eventual progress . . . Only from such a sense of historic understanding can come the strength to pass through the gauntlet with an integrity of mind and spirit.[1]

Certainly there are people who will not see the world in this way. Some will seek to turn back the pages of history and recapture a simpler society. These people, calling themselves "conservatives," like to talk about a need for *positive rebels.* This kind of person, it seems, is one who rebels against all present-day social and educational trends. He seeks to move back to the pre-revolutionary eighteenth century, when a small minority of "gentlemen" had an easy life.

[1] Robert L. Heilbroner, *The Future as History* (New York: Harper & Bros., 1960).

Robert J. Havighurst is professor of education, The Committee on Human Development, University of Chicago.

A good many other people will *feel* uncomfortable about today and its probable tomorrow but make no effort to do anything about it.

The world of today will destroy itself if it has too many people who either want to go backward in history or don't want to do anything about history.

Needed—A New American

In addition to fortitude and understanding which we Americans must bring to the world of tomorrow, we need a new set of ethical standards which is less parochial than those which served us—after a fashion—in a world dominated by white Europeans and North Americans. Agnes Meyer has stated this proposition:

> Our central problem at this critical juncture of history is to gain a new idea of man and his relationship to his fellow men. . . . In the era of the atomic bomb, human survival depends on new and higher ethical standards than any heretofore achieved—standards acceptable to all mankind that will lead gradually to renunciation of power in human relations and of war in international relations.[2]

The basic theme of this talk is: *The purpose of a nation depends primarily upon the way its children were brought up a generation earlier. The way to improve the nation for tomorrow is to improve the lives of its children today.*

In every newborn child dwells the destiny of society. This not very profound statement contains a burden and a great opportunity.

The burden is the fact that society must repeat endlessly the education of its

[2] Agnes Meyer, *Education for a New Morality* (New York: The Macmillan Co., 1957).

young. No infant of today is born with any more knowledge or wisdom than the infant born 2500 years ago. Every generation must start anew. The twenty-one-year-olds of this year were born in 1940. They had no advantage over the children born in 1900. They had to learn with the same pain the same things their parents learned before them.

This tired world's opportunity lies in the fact that each generation starts over again. There is the possibility that the new generation will discover better ways of living. That is why we treat children with such respect. They have potentialities for being better than we. And we, in our relative ignorance of how life should be started and carried on, must do our best to give children a good start on paths we ourselves have not trod.

What should we try to provide for children that will enable them to make a better world tomorrow?

What Kind of People Make a Healthy Society?

A healthy society for this latter half of the twentieth century consists of people with qualities that combine to make them a purposeful, peaceful and productive nation with a positive affirmation of the value of human life.

There are nine personal qualities which make a person who can carry his share of responsibility for making tomorrow's world better than today's.

How do people get these qualities? Primarily through their early experience while they are children. The child is father of the man. *The most enduring and most essential qualities of mind and personality are founded in the early years of life.* Some are determined *before* the usual beginning of school life and others are formed *during* school years. The effort wisely spent on giving children a good start in life is a better investment than the same amount of wise effort spent on the individual later in life.

The kind of person who helps to make a good society:

1. *This person's impulses are basically friendly; he sees the world as a good place and people as good.* He is optimistic and he believes that the world will turn out well. This person can trust his own impulses because he knows they will not get him into trouble. He can give his impulses almost free play, without having to be on guard lest he commit some hostile act toward others. He has so little unconscious hostility and so little guilt about himself that he can enjoy being an impulsive person. Other people like him that way.

People disillusioned with the contemporary world have said that we should teach young children to fight, hate, kick and scratch so as to prepare them for this world. But we must resist this doctrine with all our might. We must do just the opposite with our children!

As Erik Erikson tells us so persuasively, this first psychosocial task of the child depends largely on the treatment he gets from his mother in the first few months of life. If she satisfies him when he is hungry, comforts him when he is cold and wet, gives him continual experience of physical care; and if during the following years he continues to receive ample evidence of love and support from his family, he will come to trust in the world as a place which is fundamentally hospitable.

2. *This person is intellectually autonomous and therefore prepared to cope in-*

tellectually with the unforeseen and unknown world that lies ahead of him. What we know about personality development tells us that the seeds of autonomy are sown in the second and third years of life. This is when the child becomes aware of himself as a being separate from his mother and as one who makes decisions, first about his body and later about other activities. If his mental curiosity is allowed to grow by parents and teachers who answer his questions and encourage his questioning mind, he becomes ready to treat the mental disciplines of school as his tools rather than his masters.

3. *He is achievement oriented; he likes to do things well.* This person has a deep, unconscious drive to meet standards of excellence. With so much internal pressure for achievement, he does not need much external pressure. According to work done by Rosen and Winterbottom, the basic drive for achievement results from the child being trained to do things well and independently. This quality is probably established at least by the age of ten. It is more a result of training at home than elsewhere.

4. *This person has strong inner moral control.* His conscience (or superego) has such positive force that he can stand up for what he knows is right against the pressure of the crowd. This quality comes from his experience of love and punishment from his parents. If they are consistent in their rewards and punishments so that they teach the child clearly the difference between right and wrong and if they give him ample affection, he becomes a person of strong moral character.

5. *This person is creative and spontaneous.* His mind entertains new ideas readily. He makes novel connections between things other people have overlooked. He enjoys putting things and ideas together in new ways. This seems to come naturally to the young child—it is a kind of spontaneous movement of the mind toward what it enjoys. We know less about the conditions under which creativity develops and strengthens itself than we know about the other qualities being considered here. There must be ways of living with children and teaching them which will encourage preservation and development of their early creativity!

6. *This person is rational and foresightful.* This quality is juxtaposed to spontaneity and creativity to remind us that *both* qualities are desirable and compatible. They may *seem* to be in opposition. Rationality means ability to look at facts, draw logical inferences from them and to control one's behavior in light of foreseen consequences. This quality makes moral judgment sounder than it would be if it were simply a set of moral maxims adopted crudely from parents with childish limitations of understanding. This person looks ahead to examine probable outcomes of possible actions and then deliberately chooses what reason tells him is the better course. In a changing world where consequences of individual and national choices cannot always be found in past experiences, this quality of rational foresight separates the wise and good man from the stupid and good man.

7. *This person can tolerate ambiguity.* In a world of uncertainty, with great risks taken by nations as well as by individuals, this person is not driven by a blind fear of the ambiguous into a rigid demand that only one solution of a problem is correct. Instead, this person can stand to live and work in a situation which is open ended with many possibilities for solution and

which must be worked out flexibly. This person does not need to have everything so neatly and tidily disposed about him that he will not have to take risks.

This quality is related to the basic sense of trust in the world which has previously been mentioned. One can tolerate an uncertain state of affairs if one is basically sure that both the world and one's own drive-impulses can be trusted. This, too, seems to be largely a product of early childhood experience.

8. *He is altruistic.* He enjoys doing things for the welfare of other people. He has a wide moral horizon which includes people far away in space and far ahead in time. World brotherhood is an immediate necessity and a vital reality for him. His altruism has a considerable element of respect for the ways of other cultures and other peoples.

The basis for altruism is probably formed in a family which has plenty of love and affection and trust for every member. The child of such a family can readily extend his moral horizon to take in friends, age-mates, community members, fellow-citizens and all members of the human race.

9. *This person has a world view that is both scientific and religious in the best sense.* His understanding is comprehensive and accurate with respect to the physical world and the nature of man. In a world in which man is gaining more and more control over the atom, space and the living cell, it is essential for wise men to understand these things.

This is largely the product of education, formal and informal; most of it comes after the person has emerged from young childhood. But here, too, I would venture the hypothesis that the child's ideology is powerfully influenced by his unconscious imitation of the ideology he sees and hears in the lives of his parents and other significant persons.

How Do We Get More of These People?

The world of today needs more and more people with these qualities. Only people with these qualities can stand up to the tough reality of this world. They can live and be active and beget children in a time of threatened destruction. They can take part as citizens of the world in the multiple and shifting coalitions of nations that lie ahead during the remainder of this century. They can raise their voices against the prevailing tone of moral lethargy and political ambivalence.

People with these qualities can populate islands of excellence in the sea of mass culture that threatens to drown us all. This sea will recede and permit the spread of excellence if enough people support excellence during the next decade.

We doubt that formal education can inculcate these qualities, though it can certainly make them more effective. The basic elements of these qualities are learned through the experience of love and punishment, stimulation and example, which young children get in the family. The school extends and supplements the contribution of the home through the models provided by teachers and age-mates and by means of its environment for learning and living.

The secret of getting more of these people in the coming generation is an open one. We can inculcate these qualities best by doing a much better job of rearing young children. Already we *know* enough to do a better job. Our task as educators is to spread this known knowledge about the formation of personality and character in children. *We want to do a far better job of producing more of these people.* This means doing more research on children—young and older children.

By MARION WADE DOYLE

Citizenship Begins in the Home

Good citizenship is a way of life which begins in the home. It is best developed early in life by a simple and natural approach. Self-disciplined parents set an example for their children by what they say, do and feel.

How often parents say, "We want our children to be useful citizens"! Parents are eager to help their children to be good citizens in the broadest sense: men and women able to adjust to their neighbors, willing to help those who need help, and conscious of their responsibilities as members of a democracy.

Parents know, of course, that to be a responsible member of society one must have competence, the skills to perform the duties of one's place in society. Parents are rightly concerned about the schooling of their children. They worry over every detail of his work in the classroom, which is probably well conducted by a skilled teacher. In addition to school, many parents are providing lessons in so great a variety of fields as to stagger the imagination of an adult: music, ballet, ballroom dancing, riding, skating, art, archery—to mention but a few. When asked if such a multitude of lessons, in addition to school work, is necessary, a parent is likely to reply: "He needs these lessons to take his place in today's society. And, anyway, all his friends go to such classes." Are we not piling upon the shoulders of our young children so many activities in the name of culture that they have no room for normal self-development?

Sometimes it would seem that parents do not take full advantage of the simplest and most natural way to develop good citizenship in their children. Perhaps this is because the method is not costly and carries no special prestige. After all, is not the home the best place to teach citizenship? Is it not best to begin when children are very young?

Consideration for Others

What is "citizenship" in the young child? Is it not primarily learning to live happily with his family and with his playmates? In a home where there is consideration for rights of all members of the family, freedom from bickering or shouting, a genuine interest in each other's activities, the child has an example of good community living. Amid the seemingly inevitable childish quarrels, or even physical conflicts, a calm and thoughtful home atmosphere can be an object lesson in citizenship. In relationships with other children, the mother especially has the responsibility for the preparation of children to meet other children as neighbors. Young children, as we know, have no prejudices and properly guided will not develop them. But in some homes they may hear such remarks as: "Don't play with that little colored

Marion Wade Doyle was chairman of the District of Columbia Committee on 1960 White House Conference on Children and Youth. She contributes outstandingly to many community projects in Washington, D. C.

boy." "Aaron is Jewish, isn't he?" "Mary is a Catholic, I've heard. Why don't you play with Jane, instead?" As preparation for citizenship could anything be more tragic? Unfortunately, such thoughtless remarks by adults may remain in a child's memory during many formative years.

How much more helpful was the experience that one American family was able to give to their children! A boy from Thailand, a Buddhist, came as a summer guest. In preparation for his visit the children were told that his religion and customs were different from theirs and that if he ever talked of them they were to listen carefully and respectfully. The boy did talk of his home, his family and his father's concern that he follow his religion faithfully. He showed his new friends (the boys only—girls were not permitted to look) the little figure of Buddha that he always carried with him. Understanding of another religion and culture was so easily taught by the best of teachers: another child.

Little children are inherently good at adjusting to neighbors. Adults need only be attentive onlookers, ready to give help in the right direction, if needed. The right word at the right time means so much. And even more effective is the right kind of example from grown-ups. The happy family drawing neighborhood children into its games; group singing; the family dinner table discussion—so simple but such a powerful preparation for future citizenship—all these can be effective because they are so natural.

The Less Fortunate

Another aspect of the good citizen is an instinctive awareness of the needs of others who are less fortunate—the poor, the ill, the old, the handicapped. Many parents try to protect their children from the sadder aspects of life on the theory that they should have a carefree childhood. Troubles and responsibilities will come soon enough, they say. A practice of one family may be of interest. The children always had an affluent Christmas through the abundant generosity of grandparents, uncles, aunts and friends. These parents were disturbed over the one-sidedness of the Christmas giving. This is what they did about it. They asked a social worker of their acquaintance, a sensitive woman associated with the city Welfare Department, to select from families under her care three or four instances where children would probably receive no Christmas gifts. Just before Thanksgiving she came to dinner, described the case histories (without names) and offered suggestions for Christmas presents. The children decided what they wanted to provide from their own little store of money for these underprivileged children, bought the gifts and turned them over to the social worker to deliver, without making known the identity of the givers. One Christmas season the social worker suggested that a young Negro boy who had great promise in art receive art supplies. The children went to an art supply store and with the cooperation of the salesman purchased some beginner's painting materials. This assumption of responsibility for others, the opportunity to help develop a budding talent, would seem to be preparation for adult citizenship. And the children enjoyed it so much!

Another example of family cooperation was seen at Hallowe'en when a family group of four children made the rounds of the neighborhood, ingeniously costumed. Three of the children had the usual "trick or treat" bags, but the fourth held out the familiar UNICEF offering box.

The duties of citizenship in a democracy are usually well explained by teachers to school children. The school curriculum seeks to impress upon children respect for law, acceptance of our form of government, and the need to exercise the right to vote, with emphasis on an understanding of the issues involved.

Attitude and Example Important

Even though young people may have the benefit of excellent teaching in the schools, the attitude of parents and their example as citizens will be the determining factors in a child's later life. One forum of the Golden Anniversary White House Conference on Children and Youth made this recommendation in "Education for Citizenship":

> That the role of the family as the primary source of citizenship education be reemphasized and fulfilled through parental example in respect for law and the rights of other members of the family, neighbors and the community.

The District of Columbia Committee for the White House Conference in its study, "Family Irresponsibility," said:

> Only as parents become increasingly responsible for their own behavior can we expect their children to have decent values and to achieve purposeful living. In all our efforts the family must be the prime focus of constructive relationships.

Parental example is surely the most important factor in development of respect for law enforcement. And yet how often parents thoughtlessly boast of flouting the law! The driver who is a habitual "speeder" cannot expect his sixteen-year-old son (with his new driving license) to observe speed limits. Those who make a game of their attempts to outwit the Internal Revenue Service are not good teachers of respect for tax laws of our country, painful though they seem come April.

Parents can do effective law enforcement in the home. There are times when a child's request must be answered by "No." "No" is a short word, easy to understand; but in many families it is never used in its simple form. Some children from homes where every wish is granted may hear "No" for the first time from a policeman or a juvenile court judge, thus bringing sorrow and bitter regret to child and parents alike.

Citizenship—A Way of Life

Lessons in community affairs can be significant and yet easy, even for small children. A group of parents whose homes are in a slum area gave their children the task of keeping covers firmly on garbage cans in the alley: a responsible job and a real contribution to the health and orderliness of the neighborhood and the city.

There is much progress in the world today—in science, in medicine, in machines—but nothing has ever been invented as a substitute for a good home for children, especially in their early years.

Good citizenship is a way of life. Its beginnings are in the early mother-child relationship, when the mother gently leads the young child to love his neighbors. Then the parents, planning together, bring to their children an awareness of those who are less fortunate and make it possible for them to have opportunities to share with others. Self-disciplined parents find time for community affairs, intelligent discussion of local, state, national or international issues. All of this is reflected in the home.

For training in the duties of citizenship in a democracy, for inculcating respect for law and rights of others, parents carry a heavy responsibility. But it is a natural and challenging responsibility to thoughtful, self-disciplined parents, whose love for their children is not expressed in words alone.

Children at Work

Foreword—An Anthropologist's Viewpoint: By Ethel J. Alpenfels, Professor of Anthropology, New York University
School Is Work: By Mary McMillan Eggert, Associate Professor of Elementary Education, College of Southern Utah (Branch of Utah University), Cedar City
Children Work for Their Community and a Better World: By Wanda Robertson, Professor of Education, University of Utah, Salt Lake City

Foreword

By ETHEL J. ALPENFELS

ALL SOCIETIES MUST "HARNESS" THE energies of their children and direct them into channels which are meaningful for the individual and productive for the group. In each society motivations and rewards must be so closely identified with reality that the child is able to slip into adulthood capable of "directing" his own energies in such a way that he may achieve success.

In the less complex societies of the past, work patterns differed according to age and sex but they formed a single and a consistent whole. Roles of the individual were clearly understood, they were unrelenting, and each was vitally important to the health of the society. A child had to learn—and learn very early—how to do things and how to do them well. His attitudes toward work grew out of the knowledge and skills he acquired in childhood. These attitudes, knowledges and skills provided the framework within which he would live and work for the rest of his days.

When life in the United States was less complex, when the land and a few simple trades gave security and stability to a boy's life, the work codes were well defined and enforced by the entire community. The child mastered the art of good workmanship; he absorbed the values and the philosophy of his culture toward "work" and as he did so he achieved adult status. The Puritan tradition of those days measured the worth of a boy in terms of his self-sufficiency and productivity. Children were born, lived, grew up with a full experience in the total economic round of life. The pattern of work was the pattern for survival.

All this has changed. The school must now take over responsibilities once inherent in the work pattern. Within the modern school a child must be able to experience the most complete life that the resources and the wisdom of society can provide. Jobs from which a child will one day choose a career are as varied as they once were fixed and stable. The responsibilities children must accept extend far beyond the individual and his family. Their future is as unpredictable as it was once well known.

These changes are easy to recognize, but they raise problems not easy to solve. What skills should a boy acquire whose job in adulthood may be so narrowly specialized that it will involve only a tiny fraction of the whole spectrum of work? What tasks should the school teach children who in all probability will change their occupations more than once? What tasks should the school teach children who will not live in the communities of their birth? What tasks should the school teach children who may one day hold positions all over the world?

We cannot teach skills for a future we cannot foretell. We can only teach better attitudes toward work so that the child can learn to find significance in whatever task he undertakes. Changes in our work patterns, more powerful because they are so subtle, demand jobs that are essential, that make sense to the child, that bring both satisfaction and challenge to a child's inventiveness. Work habits are important, but more important are the habitual ways in which a child sees his abilities and himself in relation to the task at hand. As he learns to see goals and tries to evaluate those goals—then the work habits take care of themselves.

The work pattern is part of the larger pattern of work *and* play. This is the greatest change that technology has brought. The school must now begin to teach the child what children in simple societies have always known: how to use leisure time, how to play and work. In play activities today, as in work patterns of the past, are found the values and the philosophy of a nation. By developing new capacities through play the teacher can strengthen and reinforce old patterns of work. This will provide the framework within which technology's child will find his education for survival.

School Is Work

By MARY McMILLAN EGGERT

WORK IS A SIGNIFICANT PART OF LIVING. People work to sustain themselves—to meet their basic needs. People work to enhance themselves — to develop their creative potential and to add to the luxury of living. Perceptions of work differ. Some people approach work with religious zeal, others with stoical endurance, still others with boredom. Some folks complain about the humdrum of daily drudgery; others find in work a sense of fulfillment and deep satisfaction. These attitudes are learned or caught; frequently they have their genesis in childhood experiences. In the elementary school we are concerned with children's perceptions of and attitudes about work.

In group life there is generally division of labor which creates dependence and interdependence. Areas of work develop characteristics of industrialness, professionalism, sociability, charitability. Specialists emerge: electricians, clinicians, teachers, designers, machinists. In

America, diversity is valued in the world of work. Individuals are helped to develop abilities that enable them to make real contributions to the world. Individual achievement is prized; cooperation is prized. We value free men working together for a common good. *In the elementary school it is important for children to recognize that their lives are linked into lives of others. It is important that they develop skills needed to live and work together.*

Real Work Experiences

The basic assumption of this article is that an elementary school can provide real work experiences and can develop positive attitudes about work when problem-solving and work experiences are incorporated into daily living at school—when the heart of the educative process is children at work solving problems that affect individual and group life.

The following examples are from an elementary school [1] where a major educational objective is helping children live and work together well.

About one-fifth of the students in this school are transported by bus. These children leave home early in the morning and reach home at dusk on winter days. They need a midmorning and midafternoon snack to supplement breakfast and school lunch. This need has been met through the work of the fifth grade in the school. The class agreed to operate the program which provides milk for snack time. The supplemental milk program is subsidized by the United States Department of Agriculture and channeled through the State Department of Public Instruction and the local school district. From the beginning these eleven-year-olds knew they were responsible for this business venture and that students in the school depended on them for this service.

Many Facets to Project

The fifth-graders wrote for information on how to initiate the program; filed the application; borrowed money to get the first stock of crackers and straws; secured bids from local dairies; studied quality and price relations; knew why one bid was accepted; advertised in homes and school. When the arrangements were completed they took orders every morning in each room; telephoned the dairy and placed the order; received the milk and delivered it to rooms on schedule. They collected money, checked receipts and expenditures, made entries in the ledger, kept the balance sheet. They had business contacts with the owner of the dairy, the local banker, the accountants who helped them set up their books.

For two years these fifth-graders have carried on a successful business. With the profits they purchased a refrigerator in which to keep the milk and a potter's wheel for the school.

Need for Bicycle Rack

In this school a need was dramatized when John's new bicycle was crumpled the first day he rode it to school. There was no room for his bicycle in the crowded rack, and the bike was left in the path of the school bus. This accident mattered to the third-graders and their teacher because John was a member of their group. They received permission and encouragement from the principal to plan and follow through on the construction of a bicycle rack. They made precise measurements of the old rack; asked the principal to secure bids from the metal construction companies; studied the school ground site and selected a spot which was accessible and used minimum

[1] North Elementary School, Iron County School District, Cedar City, Utah. Appreciation is expressed to Principal Oscar Hulet and the staff of eighteen teachers for making these examples available.

space; explained the new facility and the simple regulations governing its use to all the pupils; supervised the use of the rack until good habits were established. This work was primarily a service project. However, there was long-range saving for individuals and the school when bicycles were properly cared for.

In this school first-grade rooms have rugs on the floor where the group assembles for sharing, planning and resting. There are animals in the solarium which are used to introduce children to the miracles of birth, death and life processes. Rugs and animals require work—work to be done and shared by six-year-olds. Vacuuming the rug and cleaning Twitchie's cage are seldom fun after the first experience. But children do these jobs because it is part of the work-a-day world in first grade.

Work in this school cuts across grade lines. Fifth- and sixth-grade girls accompany young children to the lunch room, help them with their trays when needed, sit with them at the table, return with them to their rooms, and read to them as they relax on the rug for a few minutes before they are excused for vigorous outdoor play.

The sixth-grade "electrician" works with second-graders to wire their incubator. Members of the sixth-grade camera

Courtesy North Elem. School, Iron Co. School Dist., Cedar City, Utah

Fifth-grade milk project

club are invited to take educational trips with groups to capture with their cameras significant places and processes. School committees prepare and post daily lunch menus which serve the whole school.

Work Is a Basic Need

Children in this school are learning academic skills, but at the same time they are gaining values to live by. They are learning that: work is required to meet basic needs of individuals and groups; work is done alone and with others; work has different rewards; work is both demanding and satisfying.

Whenever children and teachers live together there is significant work to be done. The opportunity for real, meaningful experiences is inherent in group life. In the philosophy and practices of this elementary school, work and school are not separate worlds. School is work.

Children Work for Their Community and a Better World

By WANDA ROBERTSON

EXCITEMENT RAN HIGH AT MIDVALE Elementary School as the committee set out to meet with the mayor and the city commissioners. For weeks the entire school had been actively involved in learning about the litterbug problem in their community and in trying to do something to improve the situation. And now the day had arrived when the committee was to present the results of a community survey and to make recommendations for city-wide action on the problem.

Litterbug Problem

It all began when the chairman of the state litterbug committee wrote to the principal inquiring whether the school might participate in such a program. As the faculty discussed the request, there was general agreement that such a project offered many opportunities for the development of important social learnings if the problems were sufficiently serious to justify the time and effort which would be required. Teachers of the younger children felt that even though the things their pupils might do would be limited, participation in a school-wide project of this kind would help these young folk to think in larger terms than their own age group. Furthermore, it would help them to work with others of different ages and experience and would give them a stronger feeling of belonging to the whole school. Before embarking on such a program, the faculty decided that the next step was to refer the problem to the children themselves.

As each teacher discussed the question with his pupils the following day, some felt it was a problem while others were not sure. They suggested that more time was needed to find out. But when they reported their observations two days later,

they were in almost unanimous agreement that a real problem did exist and that they not only *could* but *should* do something about it. How then should they proceed?

Ways To Consider Problem

As the children discussed the sources of litter in their school, on the playground, and in the near community and began to consider ways of dealing with the problem, it was decided that an overall committee was needed to coordinate their efforts. This committee was composed of representatives of each classroom, three teachers, the custodian, the principal, and later a father and a mother appointed by the PTA.

Three problems emerged as the discussions continued: (1) how to get rid of the existing litter without jeopardizing their health; (2) how to develop a greater litter consciousness in themselves as well as in the community adults; (3) how to prevent litter from accumulating. These problems were tackled in many ways. Clean-up campaigns were organized in their school and on the playgrounds. Surveys were made to determine where the litter accumulated most and receptacles were placed at these spots. Greater care was taken in the lunchroom in the disposal of napkins. Newspapers were kept informed. Through the active participation of the PTA many clean-up programs were initiated by children and their parents in their homes and neighborhoods.

To stimulate a greater litter consciousness in the minds of people of all ages, the children wrote songs, slogans and stories which were included in programs for the parents. Posters and murals were made and displayed in stores and other public places. Parents took committees of children to survey the litter

Courtesy Midvale Schools, Utah

School committee reporting to city officials on litter conditions survey. They recommended city-wide action on problem.

conditions within the community, over a two-week period of time, so their survey would be as accurate as possible. It was the results of this survey which the committee presented to the city officials.

Mayor's Visit

As often happens in student ventures of this kind, the children were welcomed warmly and listened to with respect. The mayor later visited the school to commend the children for their efforts. Receptacles were ordered, in keeping with the committee's request, and the children were invited to return when the containers arrived to assist in their proper placement.

This experience is illustrative of a growing trend in community studies in which children are being helped to understand their communities in a more realistic and responsible way as they actually participate in the identification and solution of real community problems which have consequences for themselves and others. Many of these community studies are modest in nature and are confined to single classrooms. Others grow into more extensive projects of schoolwide concern, such as the litterbug problem described earlier. Some meet with greater success than others. But studies in which children work for their communities and for a better world have one important thing in common: they do not stop with merely describing existing conditions.

Developing Self-Directing Citizens

In schools which subscribe to this way of working, it is not uncommon to find children of all ages busy at work on community problems in keeping with their maturity and interests. For some it may be making holiday decorations for hospital patients, collecting clothing for overseas children, earning money for a badly-needed wheelchair, or collecting historical documents and pictures and interviewing people who know about the early community history they are in the process of writing. For others, it may be studying about the health or safety conditions of their communities, the water shortage; or it may be learning why a new tax may or may not be necessary by finding out what taxes are currently being levied and for what purposes.

The school which accepts as one of its major functions the task of developing informed, concerned, responsible and self-directing citizens makes provision for its pupils to have wide firsthand and vicarious experiences in numerous activities involving community living. It creates the kind of learning environment within the classroom and the community in which children can come to grips with social problems on an ever-broadening

Courtesy Midvale Schools, Utah

The children return to City Hall to help place containers in proper places.

scale. And it sees to it that children are helped to acquire the kinds of useful information, attitudes and skills which will aid in the solution of these problems by putting them to constructive use.

Understanding Wider World

Much has been said to date about children at work for a better community. But what about children at work for a better world? Can we assume that by helping children learn to solve problems on their own levels they will be prepared to meet the responsibilities of world citizenship in the years ahead?

We cannot foretell the problems the future will bring. Nor do we have any way of knowing the demands which will be placed on the next generation of world citizens. But there are two things of which we are sure. *We do know that the home, school and community in which these elementary-age children live is their world and that the learning experiences they have there provide the base for understanding the wider world as it is brought to them through books, radio, television and travel.* For example, the child who truly understands water problems of his arid community is better prepared to understand and appreciate the water problems faced by the people in Iran.

The second thing we know is that *the most effective living children can have today is the best preparation they can have for building a better world tomorrow.* If our children can be helped consistently to meet their personal and community problems with resourcefulness, confidence and success, they will be developing ways to meet their problems which lie ahead. As they learn to solve problems with greater skill, to grow in satisfying relationships, to make decisions based on the common good, and to live up to their commitments, they will be building the foundation on which a better world rests.

NEXT MONTH

The May issue has as its theme, "Teaching—Its Challenges and Satisfactions."

Agnes Snyder, professor emeritus, Adelphi College, Garden City, New York, writes a poem entitled "The Great American Epic," which starts us thinking deeply about teaching and its satisfactions.

Archibald B. Shaw, editor, *Overview* magazine, New York, calls the many facets of teaching "A Many-Splendored Thing." He says, "We can constantly be assured that teaching is a vocation, a testing task and a noble profession."

Betty, a teacher, advises Jean, another teacher, how to go about this research business:

1. Ask a good question.
2. Observe carefully.
3. Record what you observe.
4. Think about your recordings and use them to arrive at sensible solutions.

Helmut Hofmann, coordinator for research, Greenfield Village Schools, Dearborn, Michigan, writes this article on research.

Mary Harbage, editor, *News Trails* and *News Explorer*, Scholastic Magazines, introduces a symposium on "Satisfactions in Teaching Relate to One's Philosophy." Included are articles by Virginia Hurt, teacher, Gallup, New Mexico; Anne Wilcox, teacher, Oneonta, New York; and Nelle Morris, assistant professor emeritus, The Ohio State University.

Alma M. Freeland. associate professor, University of Texas, Austin, asks, "What Do Future Teachers Value?" Subjective data from student autobiographies is used to answer the question.

"Concerns for Children Are World Wide," a White House Conference follow-up section, news, reviews and the index for the year are also included.

By MYRTLE SEARLES

Real Responsibilities for Children

Jobs that accomplish a real purpose in group living are not only needed by children but wanted and sought. The pride that accrues from such responsibilities adds to stature and results in constructive behavior.

IT MAY BE THAT THE NATURE OF OUR particular society is such that we as adults need to give careful consideration to sound and satisfying jobs of real responsibility for our children. In our culture children have a part that is all too small in the business of life. Almost cut off from family occupations, our children resort to dramatic play, a condition quite contrary to that in less developed cultures where children help with household tasks and tag along as Father tends to his work.[1]

Let this statement be fully understood. Children need the pretend life of play. They seem to build identity through playing out the adult life they see around them; they live the part of the plane pilot, the mother or the dentist. When they clarify ideas, they lessen tension caused by things beyond their present understanding or ability to undertake. As Lawrence Frank phrases it, in play the child is learning to learn.[2] The point being made in this article is that children also *need, and want and seek* to meet the world in realistic ways, in terms of actuality. It is this part of the balance, real responsibility, that is here developed.

No matter what the age, something happens to a group or to an individual child when he undertakes a real job. There is a pride and even a perceptible gain in stature that is unmistakable, whether the job-holder be a kindergartner who is protecting his friend's mother from the burrs in the adjacent vacant lot or the seventh-graders who are planning and preparing a dinner party for their aggregate families. It is as though youngsters see themselves as responsible people when they have responsible jobs to do. As one five-year-old put it, when busy planting radish seeds, "You have to be *serious* when you plant." Behavior becomes purposeful, and even troubled children have been observed to operate "on an even keel" until the birthday present is finished or some other specific task completed.

[1] Lois Murphy, *Personality in Young Children* (New York: Basic Books, Inc., 1956), pp. 10-11.

[2] Lawrence Frank, "Play in Personality Development," *American Journal of Orthopsychiatry*, Vol. XXV, No. 3 (New York: American Orthopsychiatric Association, July 1955), pp. 582-89.

Results in Constructive Behavior

Myrtle Searles is at Hofstra College, Hempstead, New York.

In a study made of five-year-olds and their experiences both in and out of school, work and "real" job responsibilities met more of the criteria used in evaluation than any other kind of activity. Such a rating would indicate that these experiences must have compelling qualities. It was interesting to note that when a "real" job presented itself, it seemed to eclipse any other kind of activity. It was seen to eclipse even blockbuilding or the arts or dramatic play, and the "real" job seemed to hold the children with a purposefulness that resulted in some of the most constructive behavior seen at any time in observations. Some instances of such interest and absorption were: the care taken in watering the seeds recently planted, the shelling of the peanuts and the making of the mixture for peanut brittle, the making of the rabbit hutch for the newly purchased bunnies, the upholstering of the playhouse furniture with attractive material and rolls of cotton padding, the care given to the ironing of the doll clothes with a lightweight electric iron after the trip to the laundromat, the painstaking repair of the headlight that was coming off the large wooden cart.

Two crucial factors in providing responsibilities for children of any age are that (1) the jobs or responsibilities are inherently a part of good group living and (2) they are suitable for the child or children at his or their own level of development. It is necessary that these responsibilities are real, that they furnish a needed service for the group or person for whom they are performed and are not "manufactured" to furnish a job. Otherwise the satisfaction of meeting the world in terms of actuality is lost and we have only another instance of adult-contrived activities. The kind of responsibilities advocated must be determined by a combination of what children seek to do and what the adult or teacher knows to be within the range of ability and interest; otherwise the experience may become threatening rather than compellingly challenging and may produce frustration or a feeling of inadequacy rather than satisfaction and a feeling of worth. Perhaps a suggestive listing of such activities, as observed in different schools at different levels, may serve as illustrations of these two factors.

Jobs on Chart

At the beginning of the school year it was noted that some kindergartens had job charts listing work that needed to be done. A child was designated for each of these responsibilities for the week. By the second semester most of the kindergartens posted such jobs. By the end of the year a number of groups had added other jobs; interest in the responsibilities seemed to have grown. Some were:

Errands about the school—
- attendance slips
- messages to other groups or teachers
- notes to the cook regarding snack or dinner
- messages to specialists or consultants
- notes regarding supplies, etc.

Setting tables for midmorning snack or noon dinner—
- counting and placing plates, silver, and/or napkins
- pouring milk
- counting, and later passing, toast or crackers or cookies
- setting up chairs

Setting up cots for rest
Collecting books at rest time
Sharpening pencils
Feeding pet rats, guinea pigs or rabbits

One group wanted jobs to be lengthened to a month, a week being declared too short a time for the worker to enjoy his privilege and responsibility.

In a first-grade room a teacher listed the jobs on the board each day in her best manuscript writing. Children had much functional reading experience this way, with inevitable repetition but repetition with purpose. The jobs read:

Marvin and Alice, please feed Twinkle and clean his cage.
Edward, please water the plants.
Jimmy, please feed the tadpoles.
Nancy, please feed the crayfish.
Susan, please feed the frogs.

Elsewhere in the room might be found a listing of the ingredients each child was bringing for the next day's cooking or at another time the listing of the children's Christmas and Hanukka gift-making plans.

Services to School

A second grade has been known to run a supply store or a post office for the school. The class that ran a supply store bought tablets, notebooks, paper, pencils, erasers at wholesale prices in quantities as large as the gross. They sold the items individually with a margin that allowed the group to increase their assortment of items. The group that ran a post office sold stamps, stamped envelopes, post cards; they took orders for special delivery stamps or stamps of unusual denominations and mailed letters and packages—all as a courtesy service.

A third grade ran both an Animal Lending Service and an Aquarium Service. These eight-year-olds pooled their pets, did assiduous research on the fine points of their care, and set out to interest other classes of the school in borrowing the pets. The animals were weighed out on Monday and weighed in on Friday. Each weighing, done in grams, was graphed for each animal; loss of weight was a signal for extra care and attention until that pet was back in his channel of steady growth and able to take part again in the lending service. Information about the animals was shared with borrowers in either service, and supervision of care was given upon request. In the Aquarium Service sand, stones, snails, fish and plants were bought and set up in balance.

Satisfaction Comes from Jobs

In more than one school children have been observed to reprimand the teacher if the jobs for the week were not posted by the time the children arrived Monday morning. In some other groups the jobs were distributed with the children present and they had a voice in choice. One youngster in such a situation was heard to assure himself, half under his breath, "I *know* I'll get a job this week; I didn't have one last." From youngsters' observable reactions and from their comments one knows that *suitable responsibilities, if guided carefully, are satisfying to children.* Youngsters enthuse, they ask for recognition of their efforts; but the somewhat surprising factor is that they seem to like the feeling of tiredness that comes with genuine expenditure of energy. It is as though this tiredness were indicative of the worthwhileness of the task and something to be relished. Children want and need to experience the satisfaction that comes with a job well done.

News HERE *and* THERE

By ALBERTA L. MEYER

New ACE Branches

Huntsville Area ACE, Alabama
Western Carolina College ACE, North Carolina (reinstated)

New Life Members

Bertha Brandon, Waco, Texas
Agnes Ann Manney, Cincinnati, Ohio

Childhood Education Center

An exhibit of children's paintings was the principal one during March. This exhibit was on loan from the Arts in Extension Department, University of Nebraska, and was viewed by children and adults. It was particularly fitting that Nebraskan children's work be on display prior to the ACEI Conference in Omaha. The wives of Nebraska Congressmen were guests at its opening.

Last month we reported that $8,000 was paid on the principal of the mortgage on the ACEI Center. Receipts have been good enough to permit another payment of $2,000 in February. This is in addition to the regular monthly payment of $1,575 which covers interest and partial payment on the principal. This recent progress on the Building Fund is encouraging. We hope members and friends of the Association will continue to remember the great need we have to clear our indebtedness promptly.

ACEI Legislative Workshop Planned

The Executive Board has authorized a Legislative Workshop for August 22-23 at the ACEI Center in Washington, D. C. The purpose is to provide information and special knowledge for ACEI's Core Committee on Legislation and for state and province legislative chairmen who are able to attend. The workshop will concentrate on helping people learn more about securing good legislation for young children at the state level.

Committee members and state presidents have been notified of projected plans. The ACEI Legislative Committee developed the program at the ACEI Conference in Omaha.

Mary Dabney Davis Memorial Fund

Letters inviting contributions to this fund have been mailed to friends and former coworkers of Mary Dabney Davis. A number of responses have already been received. If you did not receive a letter and would like to make a contribution to this fund, you are cordially invited to do so. All gifts are tax exempt, and checks should be made payable to the Association for Childhood Education International.

ACEI Study Conference

Ruth Sawyer Durand, noted author and storyteller, was the ACEI Conference general session speaker on Monday evening, April 3, in Omaha. Her topic was "Our Literary Heritage—Vision for Tomorrow."

Writing under the name of Ruth Sawyer, Mrs. Durand has published about fifteen books for youth and children. Nearly all of these

Ruth Sawyer Durand

have gone into foreign editions; *Roller Skates* won the Newbery Prize. She is perhaps best known for *The Way of the Storyteller*, required reading for most schools of library science.

Ruth Sawyer received her early education at Garland Training School for Kindergartners, Boston. She helped to organize kindergartens in Cuba, where her work won her a scholarship at Columbia University. There she majored in folklore, a childhood love

stimulated by the tales of her Irish nurse, Johanna. Her storytelling career began in earnest.

Ten-Year Aims in Education

The Office of Education has recently released *Ten-Year Aims in Education—Staffing and Constructing Public Elementary and Secondary Schools, 1959-1969.*

In releasing the paper, former Secretary of Health, Education, and Welfare Arthur S. Flemming commented that it provides "a sound professional appraisal of basic educational needs."

The two outstanding needs dealt with are competent teachers and adequate physical facilities. The document includes the latest statistical information regarding school staff supply and projected public school enrollments. Copies may be secured from the Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C.

You Were Represented

American Association of University Women Educational Foundation, opening of the Educational Center, Washington, D. C., February 17, by Alberta L. Meyer, executive secretary.

American Association of School Administrators, regional meeting, San Francisco, February 27, by Bernice Baxter, ACEI Advisory Committee. At the ACEI-NANE luncheon Helen Heffernan, CHILDHOOD EDUCATION Editorial Board chairman, spoke on "Let's Give Them Time To Be Children!"

American Association of School Administrators, regional meeting, St. Louis, March 13, by Jennie Wahlert, ACEI Advisory Committee, and Laura Hooper, program coordinator. Miss Hooper gave one of the presentations at the group on "Small Neighborhood Schools for Young Children." She also spoke at the ACEI-NANE luncheon on "Keeping in Step with Children."

American Association of School Administrators, regional meeting, Philadelphia, March 27, by Louise Lowe, Pennsylvania state ACEI representative. The ACEI-NANE luncheon speaker was Rebecca A. Winton, director, Early Childhood Education, New York City; her topic, "The Young Child in Today's World."

Meeting of Another Organization

Southern Association on Children Under Six, annual conference, Lexington, Kentucky, May 11-13. Lucile Lindberg, ACEI vice-president representing kindergarten education, will address one of the meetings.

Gift to ACEI Building Fund

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having offices at 3615 Wisconsin Avenue, N.W., Washington 16, D. C., the sum of _____ Dollars.

SIGNED _____

ADDRESS _____

ENCLOSED $_____ DATE _____

☐ I AM A MEMBER OF _____ ACE BRANCH

☐ I AM AN INTERNATIONAL MEMBER ☐ I AM NOT A MEMBER Gifts to Building Fund are tax exempt.

By R. MURRAY THOMAS

Concerns for Children Are World Wide

. . . *In West Java*

AN INDONESIAN CHILD OF ELEMENTARY-school age who lived in West Java twenty years ago, during Dutch colonial times, would have had perhaps one chance in twenty of going to school—and then probably only for two or three years. Compare this with today when in the West Java city of Bandung (population about one million) an estimated sixty per cent of elementary-age children daily attend school.

Before the successful revolution against Dutch rule between 1945 and 1949, the only Indonesian children in school were usually those of well-to-do parents or of parents who were employees of the colonial government. Today children from all social strata attend school. The nation's ideal is to reach its goal of universal, compulsory education as soon as possible.

Parents and children alike are eager for learning. In villages where there is no school it is common practice for the parents in a cooperative building effort to construct a school with a wooden frame, woven bamboo walls and red-tile roof. Then they request teachers from the government, and education is on its way. This will become a six-grade elementary school; if the village is large enough a three-year junior high will later be constructed. A larger town may be able to start a three-year high school.

Children in School

Likenesses among children of different nations seem more impressive than their differences. Their jokes are similar, they show the same range of diligence and carelessness, and they have a similar breadth of talent and aptitude.

Even the games played by Indonesian children are much like those in America, an apparent result of three hundred years of Dutch influence. You see elementary school boys taking part in such activities as bat-and-ball, marbles, running and jumping, checkers, top-spinning, hide-and-go-seek, tag, kite-flying, a kind of prisoner's base and fishing. Their favorite game is soccer, a reflection of their identification with the older boys and professionals who engage in this most popular national sport. (American football is not seen.) Girls play these same games plus others like hop-scotch and jacks, using pebbles or seashells for jacks. Primary-age children in West Java, like those in the United States, enjoy dramatic play. They assume the roles of mothers, teachers, storekeepers, peddlers, soldiers, sailors, and cowboys and Indians (giving recognition to the power of the American film).

Subjects studied in school by Indonesian children are similar to those studied by their American age-mates: reading, writing, arithmetic, geography and history, drawing, music and recreation. But the form of these studies is more like that of the American school forty years ago.

The most important difference is in the study of language. The ninety million people who compose this largest island-nation in the world speak a variety of different languages; each district has its own tongue which is learned at home. After the revolution, when the country's leaders were trying to weld the islands into a single nation, they adopted the motto which had begun with a youth movement in the late 1920's: "One nation, one language." The one language they chose was

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Kindergartener (in one of the new private kindergartens) draws with colored chalk.

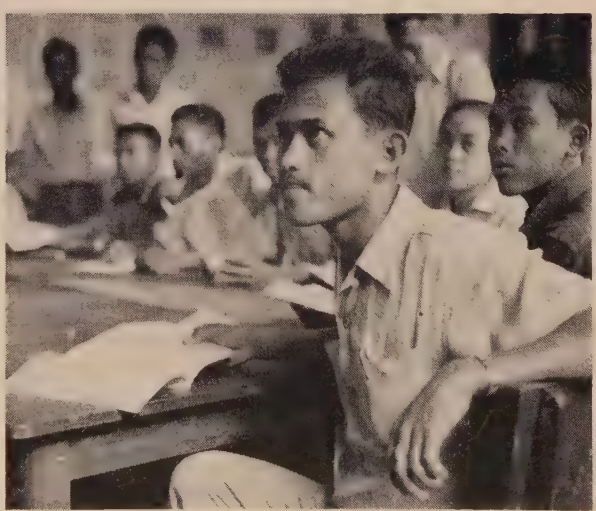
A non-attender of school sells cigarettes daily by the roadside. A neighborhood barber (in typical West Java sarong) buys a pack. A mother (in typical batik skirt) looks on.

Instead of attending school, buffalo herders pause for a game of checkers while the animals graze.

Graduate student (College of Education, Bandung) helps orphans with nine-week sewing project.

Teacher shows his class how to use a map. The children are going to make a relief map of West Java.

Elementary school teachers attend "study club" after school to study for examinations. They meet in the high school where they are being taught.



Malay (now known as Indonesian), which for centuries had been the language of commerce in Southeast Asian ports and island coastal areas.

In school today children usually are taught in their local tongue (in West Java it is Sudanese) through the first two or three grades, and during this time Indonesian is studied as one of their subjects. Beyond third grade the pattern is reversed. Indonesian becomes the language of instruction and Sudanese is one of the subjects studied. Although the local language still is the medium of discourse in the home, by the time they are in high school in such a city as Bandung more than ninety per cent of students use at least some Indonesian with their friends outside of school.

Facilities in Indonesian schools are simple —benches and tables, a few paper-back books, some pictures on the walls and maps carefully drawn by the pupils.

Children usually consider it a privilege to go to school. They show more respect for their teachers than American children usually do. They are more restrained in their comments and contributions in class. From the kindergarten (there is as yet a relatively small number of private kindergartens) through the university they address their instructors by the words for mother and father: *ibu* and *babak*.

Educational leaders are not satisfied with the focus or methodology of their elementary education. They believe the schools reflect too much the rote-memory colonial pattern of education focusing on areas impractical for daily living. In suggesting changes they are stressing education that focuses more strongly on the community, its needs and its facilities. So the community is beginning to be used increasingly as a teaching resource.

A lack of reading materials is caused by the fact that their national language is so new. This lack of text and supplementary reading materials is on all school levels. The current group of young educators is being urged to prepare more text materials.

Children Out of School

There is no accurate figure on the number of children now in school throughout all of the islands. But the present estimate for the modern metropolis of Bandung in the mountains of West Java is that among the 152,000 children of elementary school age, 61,000 are not yet in school. This forty per cent—non-attenders—is probably below the national average, so we might expect as many as fifty per cent or more of Indonesian children in general do not have a chance to attend school. Two questions often arise in regard to these children. What do they do with their time? And what chance will they have to learn?

As I pause to look out my office window in the College of Education, Bandung, I see a dozen water buffaloes munching grass on the field next to the new demonstration kindergarten building. Two boys (age six or eight) in charge of the buffaloes have drawn a chalk checkerboard on the cement steps at the building entrance and play the game using pebbles for players. Two companions loll on the steps and rather abstractedly keep an eye on the game. The smallest player has noticed one beast scratching his horns roughly on a small decorative fir tree, so he stands up and fires a golf-ball-sized rock at the animal. As the buffaloes slowly wander to greener fields, their two barefoot guards in tattered shorts and once-white shirts put their cone-shaped coolie hats on and leave the game to follow the herd.

This is a typical morning's occupation for boys out of school. Others care for ducks or goats or sheep. Still others help their parents in the rice fields or in the vegetable gardens that checker the mountainsides. The girls help around the home or carry a younger child in a batik sling that hangs from the shoulder. When the rice is ripening, they will be stationed in the paddies to shout raucously and frighten away the thieving birds. These children often may be seen hanging around the bazaar or the small open-air store and teahouse listening to the banter of the older people. And often they will go off to play and laugh by themselves.

No matter how fast education develops in the country, many of these children still will not be able to attend school. The population is too large (and growing at an estimated two and one-half million a year), the shortage of buildings is too great, and the problems faced in financing teaching staff at the present time are too difficult to solve readily.

But if they cannot attend school, these children still have a chance to learn to read and

write Indonesian through the adult education system that has, since the revolution, been most effective in raising the national literacy level from an estimated ten per cent to over fifty per cent. This adult education—or more correctly termed *mass* education—movement is under the central government's Education and Culture Department. Representatives work in the villages giving literacy classes, teaching residents how to combat malaria and to clean up the water supplies. Thus the children who have no chance to attend regular school may, if they are interested, learn to read and write from the mass-education teachers or from a parent or friend who has himself learned through this movement.

School Teachers

Western educators typically are amazed when they see what Indonesians have done in the past decade to supply elementary school teachers. The nation was left ill trained by the colonial government. The supply of Indonesian educators and teachers was small. But they began by giving adults with primary education some additional inservice teaching methods and put them to work as primary grade teachers. Adults or youths with six years of schooling were given some teaching methods and they began instructing upper elementary grades. And so it went, until last year the last of the junior high level teacher-training schools was closed. Enough elementary teachers had been produced for the first emergency program. Now almost all elementary teachers are trained in special high schools, and some time in the future when current needs are sufficiently met and salaries are better, elementary teachers will be college trained.

Ironically, at the present time there is an oversupply of elementary teachers. That is, the current bottleneck is not the production of teachers but the shortage of buildings combined with the shortage of government finances to pay additional teachers' salaries. So this year many graduates of the teacher-education high schools cannot be hired as elementary teachers because they lack school buildings and money.

The Indonesian Education and Culture Department, which directs the entire school system, has turned eagerly to other nations for aid in teacher education during their first decade of directing their own affairs. The past three years teams of educators from the State University of New York have been working in the three largest of the government's five new colleges of education (at Medan in Sumatra and at Bandung and Malang in Java). This project, financed by the Ford Foundation, has brought school buses, thousands of books, laboratory equipment, scholarships for Indonesian educators to study in the United States, and new administrative and instructional methods to the country's most influential teacher-training institutions.

UNESCO aid has established a teaching materials center and a science teaching methods center in Bandung, where island teachers come for short-term courses. Upon returning to their schools, they in turn teach their colleagues better methods of instruction.

The British Council (cultural arm of the foreign office) maintains book and film libraries in several cities. Colombo plan aid from New Zealand and Britain comes in the form of teachers of English (which is the first official foreign language of Indonesia and is taught in all secondary schools). Australia provides consultants and many scholarships for Indonesian educators. And the United States through ICA has projects in such areas as the training of home economics teachers and educational test constructors.

The Future

The great unfinished task is to give education to *all* children. But when the past dozen years are reviewed, the progress that has been made so far is encouraging. The most hopeful signs are the great eagerness of parents to have their children educated, their willingness to learn and use their new national language with pride, the dedication of the corps of teachers who ask for more and more inservice education, the diligence and brightness of the best of the young students now in the graduate programs of the colleges of education, and the prospects of continued foreign aid.

Since the difficult economic and social problems the nation now faces seem seated in a lack of universal education in the past, the present rapid growth of education gives much hope for coming decades. The government, parents and youth agree that education is the key to the future.

1960 White House Conference on Children and Youth

"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION will list those on education and related topics which may interest readers. Some of these forum recommendations are:

LEISURE

Federal, State, and Local Action

274. That a Federal recreation bureau or service be created to provide information and advisory services to public and private agencies in States and communities.

275. That all States establish recreation agencies—

to survey needs and furnish information, so that facilities can be expanded;

to provide advisory assistance to public and private agencies in local communities and promote cooperation among them in developing recreation programs.

276. That local communities establish recreation agencies to plan, organize, and administer community recreation programs.

277. That State and local governments include in their budgets appropriations for employing qualified professional leadership and financing recreation programs.

278. That advantage be taken of private funds or matching grants provided for recreational purposes by existing legislation.

279. That Federal and State governments consider the leisure-time needs of youth in developing programs for conservation of natural resources, for improvement and expansion of our national park system, and for protecting and acquiring wilderness areas.

280. That Federal, State, and local governments utilize every opportunity to acquire and develop new land, buildings, and water resources; that existing facilities for leisure-time use be preserved and safeguarded from encroachment; and that large natural areas, such as forests, reservoirs and defense areas be developed for multiple recreation purposes.

281. That facilities such as picnic areas, hostels, camps, marina, boat-launching sites, playgrounds, golf courses, athletic fields, recreation centers, libraries, museums, and theaters be provided.

Community Programs

284. That diversified community recreation programs, including both physical and cultural activities and provided with adequate leadership, be an integral part of every community.

285. That rural areas provide more opportunities for young people to participate in art, drama, literature, music, sports, and social activities.

286. That as many youth organizations be organized as may be needed to accommodate all young people eligible to participate and to provide activity appealing to varying ages and interests; that citizens be induced to take leadership roles in such youth organizations; that each organization maintain an active program with high interest-appeal.

287. That all public and private youth-serving agencies supplement their programs by providing guidance in the use of leisure time.

288. That adequate space be provided for recreation, readily accessible and available for the use of all people.

289. That all community agencies and organizations, both public and private, including churches, schools, youth organizations, civic clubs, and commercial recreational interests coordinate their efforts and cooperate in leisure-time programs to insure maximum use of staff, services, facilities, buildings and grounds, including year-round and evening use of schools and playgrounds, in the interests of providing suitably supervised recreation for children and youth and their parents.

290. That schools and all other community agencies, recreational and social, give consideration to young adults' physical and emotional health needs by making their facilities available to this group.

291. That all organizations working with children and youth in the leisure-time field cooperate to assist each other recruiting personnel; that communities avail themselves of the services of competent professional and service organizations to train both professional and volunteer leadership; that inservice training programs be established to provide opportunities for professional growth; and that every community provide more training for volunteers.

292. That educational institutions place more emphasis on training leaders for recreation, and provide courses in the creative arts; and that State curriculum communities require such courses in the training of leaders for the leisure-time field.

Program Objectives and Philosophy

294. That agencies conducting leisure-time programs for children and youth, as well as agencies working in the development of personality, base their plans on the understanding that in all areas of personal decision the real tensions lie between freedom and authority, and that progress toward maturity consists in learning to confront these tensions and to live effectively and creatively within them.

295. That public and private agencies make greater use of leisure-time activities to teach intergroup and international understanding.

296. That adults avoid exploiting youth by pressuring them into highly competitive organized activities for which their bodies and minds are not adapted; that they recognize children and youth as individuals, rather than as projects in leisure-time pursuits, and allow each one to mature at his own rate.

297. That creative activities and personal participation be encouraged, and commercial and spectator forms of entertainment minimized.

298. That more emphasis be placed on cultural activities to provide children and youth with creative outlets and increase their appreciation of beauty and their interest in the arts.

299. That all agencies give more emphasis to family leisure-time activities; and that serious attention be given to programs on the importance of family recreation and pilot or demonstration programs aimed at building better home and family life.

300. That parents guide their children in selecting balanced leisure-time pursuits.

301. That some time be allowed young people for unscheduled and undirected activities.

Sports and Physical Activity

302. That schools and communities cooperate in designing out-of-school programs to provide constructive leisure-time activity consistent with sound principles of child development, and to counteract pressures for competitive athletics promoted by groups with good intentions but limited knowledge of the physical and social needs of children and youth.

303. That competitive sports for preadolescents be—

supervised by trained and qualified leaders;
emphasize participation and not stress competition out of proportion to its value for this age group;
available to all children, and not to only the few more athletically skilled;
be further investigated as to their value for children.

304. That efforts be made to increase the awareness of commercial interests of their responsibility for establishing and maintaining standards which contribute to the health and well-being of children and youth.

305. That the home, the school, and the community share responsibility for promoting and encouraging more intensive and extensive participation in physical activity.

306. That summer camping be increasingly utilized.

Leisure-Time Reading

307. That action be taken to extend public library service throughout the Nation, with local, State, and national support, and make it available to all.

308. That support for public, and school libraries be increased, and access provided in school and leisure hours, so that all children, particularly the gifted, make reading a lifetime source of learning.

309. That organizations serving children and youth incorporate the encouragement of reading into their programs, where possible providing materials and cooperating with other agencies in this activity.

310. That parents, teachers, librarians, and other reading counselors guide children to read increasingly better books; and that trained personnel be available to guide parents as well as young people in the selection of appropriate materials.

Arts

312. That the programs of public and private recreational organizations provide for experimentation with art media to develop high standards of skill and appreciation of their value.

313. That public and voluntary agencies, schools, colleges, and communities provide all children and youth with opportunities for participation in creative dramatics, creative writing, and dramatic production under qualified leadership, to develop their talents and give them a basic understanding and critical appreciation of the theater arts.

Research and Public Education

315. That public and voluntary agencies conduct continuing programs of research, interpretation, and action in the creative and constructive use of leisure time, in developing awareness of needs for planned cultural, social, and physical activities under qualified leadership, with emphasis on programs for girls, older adolescents, gifted and handicapped children and youth, young married couples, and other groups whose recreational needs are not being met by present programs.

316. That the National Council of Art in Education be requested to undertake a national research, educational and promotional program to make American citizens aware of the importance of all creative arts in their lives.

MASS MEDIA

Radio and Television

Federal Action

317. That the President of the United States appoint a high-level advisory board to make recommendations on radio and television program content, especially as it affects children and youth.

318. That the Federal Communications Commission (FCC) include at least one Commissioner with knowledge both of radio and television programs and of children and youth.

319. That in licensing broadcast stations or renewing licenses, the FCC and appropriate congressional committees give major consideration to the programs planned and promised for children and youth. Further, where renewal is challenged for this cause, that local hearings be held for full expression of public opinion.

320. That the FCC allocate and reserve more very high frequency (VHF) television channels for education.

321. That the FCC add a leisure-time category including culture and fine arts to public service programs.

Community and Individual Action

322. That schools, religious groups, and civic organizations give more emphasis to evaluating television and radio programs.

323. That parents and youth alike examine the effect of TV and radio on their attitudes, standards of behavior, and ethical judgments; and that youth, with parental guidance and example, exercise self-discipline in their selection of programs.

324. That the public make their opinions known to broadcasters immediately through letters *from individuals* commending good programs and criticizing poor programs constructively.

Industry Responsibility

327. That while current creative and constructive programs for children are to be commended, the broadcasting and advertising industries should assume greater responsibility for overall quality programming, as embodied in the National Association of Broadcasters' Code.

328. That in developing their programs, local, and national broadcasters should consult competent organizations and individuals concerned with the effect of TV and radio on children and youth.

329. That radio and television programs for children should—

avoid emphasis on horror, crime and violence

emphasize more and more ethical values—for example, by a series such as on abiding ethics for the Nation's children and youth in a time of change

encourage respect for people by truthful portrayals and by avoiding occupational, national, or racial stereotypes

offer a wide range of content to appeal to varying interests and needs.

Magazines and Newspapers

330. That newspaper publishers devote more space to positive accomplishments of children and youth, following the commendable example of many newspapers today, and to presenting a fair picture of young Americans.

331. That newspapers and magazines present material which will inspire as well as inform, use good taste in text and advertising, and avoid distorted stereotypes of any national racial, religious, or other group in the community.

332. That the mass media adopt a code of criteria for accepting advertising in connection with entertainment films.

333. That the dissemination of obscene literature be controlled through—

the prohibition of mailing lists for this purpose and of tie-in sales of publications; a program of public education, including a nationwde conference, and exploration of the need for Federal legislation;

diligent enforcement of existing laws.

Films

334. That the motion picture industry—

be encouraged to produce and distribute appropriate pictures for children and youth;

act to reevaluate, strengthen, and enforce the Motion Picture Production Code and its Advertising Code;

cooperate with community organizations to reestablish and activate the Motion Picture Association's Film Library;

not exploit subjects such as narcotics and sexual perversion in entertainment films;

upgrade their estimate of average audience receptivity and offer more varied, truthful, and artistic presentations;

attempt to portray American life accurately; to avoid distorting our self-image at home and our image abroad; and control the export of films which misrepresent American life.

335. That the U.S. Information Agency make available to American audiences its films on "Life in America."

336. That citizens' groups and individual citizens—

be as responsible for praising and supporting worthwhile productions as for criticizing poor ones;

make clear the basis of evaluating groups' evaluations;

keep themselves informed on the content and treatment of films (and plays) and disseminate reliable information;

be selective in attendance at films, guided by the family, religious groups, voluntary organizations, and the school, which have a responsibility in this connection;

try to improve their own values so as to upgrade the national image reflected in plays and films which influence the young.

337. That social institutions foster in the young a critical appreciation of the cultural and moral content and artistic quality of motion pictures.

338. That newspapers and other mass media print evaluations of wholesome fare for various age groups, and disseminate more widely critiques of the moral and cultural values and artistic qualities of films and plays.

Comic Books and Strips *(See also Research)*

341. That parents seek to improve the comics reading habits of their children through guiding them to make discriminating judgments.

342. That parents avoid attributing delinquent behavior directly to the effect of comic books or strips or other mass media; and that all children manifesting delinquent tendencies be assisted through appropriate diagnostic and treatment resources.

343. That the comics industry be commended for adhering to its voluntary code and that it continue to raise the editorial, ethical, and artistic level of its publications.

344. That the comics industry present American culture in true perspective and in terms of moral, ethical, and well-adjusted living, portraying accurately the history and life of the American Indian and other minority groups; and that a national committee of the industry, parents, and other laymen be formed to further this aim.

All Mass Media

345. That the mass media analyze the effect upon youth of emphasis on sex and crime and correct negative influences.

346. That all media make every effort to present today's youth and their activities fairly, stressing the positive aspects.

347. That community forces such as the family, the church, the school, youth agencies, and governmental agencies encourage the mass media to produce materials in harmony with their objectives, and to recognize their responsibility for influencing sensitive adolescent minds by presenting the contributions made by persons of high integrity.

348. That the mass media cooperate to create a climate of responsible public interest in national and international citizenship obligations.

349. That the mass media inform the public more adequately concerning problems and programs in intergroup relations; that they avoid identifying persons accused of antisocial behavior by race, color, creed, or national origin; and that they encourage harmonious race relations in an effort to eliminate discrimination and segregation.

Research

350. That research be undertaken in the following areas—

to determine the impact of spectator entertainment;

to determine the effectiveness of reading guidance, and of reading books, magazines, and newspapers, upon children and youth;

to determine, through study supported by Federal financing, how media can develop talents, integrity, and social responsibility;

to determine more conclusively, through studies subsidized by the U. S. Office of Education, the National Institute of Mental Health, voluntary organizations, and the comics industry, the effects of comics on normal and deviant children.

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LORENZO. *Written and illustrated by Bernard Waber. Boston: Houghton Mifflin Co., 2 Park St., 1961. Unpaged. $1.95.* A little book for little children. The adventurous fish with a red spot on his tail has an endearing quality about him. Children will enjoy finding out which fish with a red spot on his tail is Lorenzo after he rejoins his family. The illustrations tell the story as much as the brief and simple text. *Ages 4-7.*—H.W.

NICOLETTE AND THE MILL. *By René Guillot. Translated by Gwen Marsh. Illustrated by Charles Mozley. New York: Abelard-Schuman, 404 4th Ave., 1960. Pp. 79. $2.50.* An author who is best known for his adventure stories writes a fantasy which has a folktale quality about it. A little girl lost, an old man with "eyes as blue as work-shirts on wash day," a magic ring, a mill and its stream which want to leave home and see the world—these are the chief ingredients of the tale. A modern fantasy like this one is as much fun to read as many a long-ago fairy tale. *Ages 6-9.*—H.W.

THE SHADOW BOOK. *By Beatrice Schenk de Regniers. Photographs by Isabel Gordon. New York: Harcourt, Brace & Co., 750 3d Ave., 1960. Unpaged. $2.75.* An author of rhythmic prose and a skillful photographer have produced a delightful picture book about shadows as seen through the eyes of a child. Shadows are fun: for playing shadow tag and for playing with their pictures on the wall. One can also tell the time of day by the length of a shadow. *Ages 4-8.*—H.W.

(Continued on page 388)

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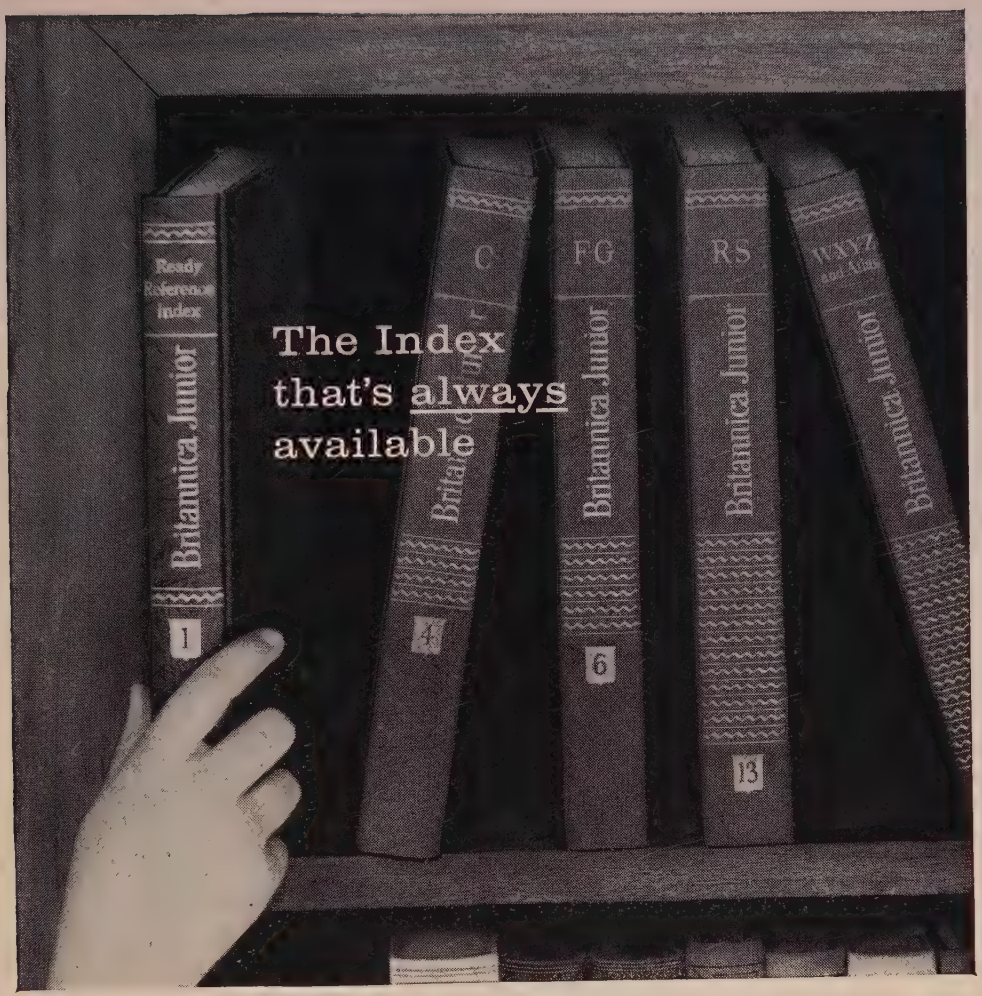

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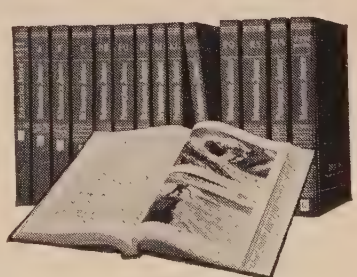

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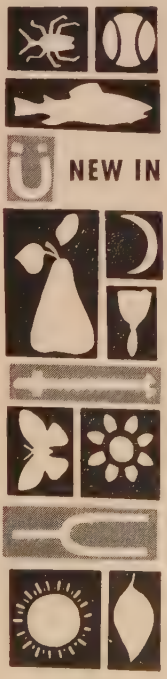
THE SUGAR PEAR TREE. *By Clyde Robert Bulla. Illustrated by Taro Yashima. New York: Thomas Y. Crowell Co., 432 Park Ave., 1961. Pp. 63. $2.75.* Lonnie's great-grandfather refuses to leave their house which is in the way of a highway under construction. Lonnie wins a pear tree in school and has nowhere to plant it. How both problems are resolved makes the plot. Attractively illustrated. *Ages 7-10.*—H.W.

BIRTHDAY CANDLES BURNING BRIGHT: A TREASURY OF BIRTHDAY POETRY. *Selected by Sara and John Brewton. Decorations by Vera Bock. New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 177. $3.50.* The compilers of this generous collection of verse are old hands at selecting poems for children. Here is birthday poetry for children of all ages. The last section is devoted to Christmas poetry. Girls and boys will enjoy finding poems appropriate for their ages and also for the birthdays of their younger brothers and sisters. A book for the home, school and library. *Ages 4 up.*—H.W.

THE CRICKET IN TIMES SQUARE. *By George Seldon. Illustrated by Garth Williams. New York: Ariel Books, 101 5th Ave., 1960. Pp. 151. $3.50.* It is rare that



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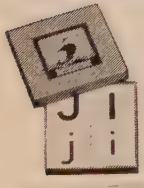

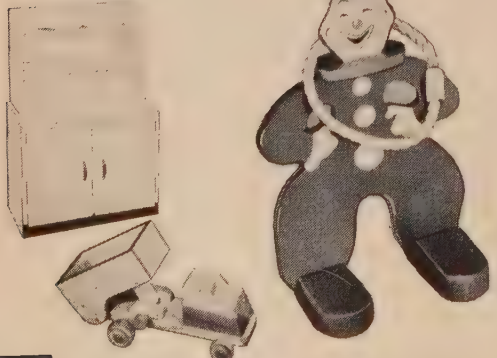

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THE ZOO THAT GREW. *By Ilo Orleans. Pictures by Harold Berson. New York: Henry Z. Walck, Inc., 101 5th Ave., 1960. Pp. 47. $2.75.* Amusing verses about animals found in zoos. The first poem (from which the book takes its title) is a counting rhyme. The illustrations fit the text nicely. A book for reading aloud at home and in school to young children and for reading by *ages 7-9.*—H.W.

THE JOURNEY WITH GRANDMOTHER. *By Edith Unnerstad. Illustrated by Claes Backstrom. New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 194. $3.* It is doubtful if there ever has been a book written before about haircraft workers. Anders goes with his grandmother and aunt to cities in Finland, Sweden, and Russia to sell ornaments fashioned from hair. He makes good friends during the year away from home and his adventures are far more exciting than the title would suggest. Good character development and portrayal of the countries at the time when there was still a Czar in Russia and it was not unusual to expect a twelve-year-old boy to do nearly the work of an adult. Nice touches of humor lighten the seriousness of the story. Well-written. *Ages 9-12.*—H.W.

JUDY AND HER TURTLE OSMOND. *By Jane Quigg. Illustrated by Peggy Bacon. New York: The Macmillan Co., 60 5th Ave.,*

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SUGAR AND SPICE: THE A B C OF BEING A GIRL. *Verses by Phyllis McGinley. Pictures by Colleen Browning. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Unpaged. $2.95.* Even little girls who already know their alphabet will enjoy these verses, which are good poetry and show a real understanding of young girls. Of the several new alphabet books this year this is the only one with a purely feminine appeal. It's all "sugar and spice" and beautifully illustrated. *Ages 3-8.*—H.W.

A TREASURY OF LITTLE GOLDEN BOOKS. *Selected and edited by Ellen Lewis Buell. New York: Golden Press, 630 5th Ave., 1960. Pp. 156. $3.95.* A big book with 48 of the best-loved *Little Golden Books* with their original illustrations. Here are old favorites: *The Poky Little Puppy, Gaston and Josephine, The Saggy Baggy Elephant* and many other tales which have been popular with the very young. A glance through the table of contents shows that many outstanding authors and artists have written and illustrated *Little Golden Books.* Published individually, the stories in this collection certainly were cheap only in price. To have forty-eight of the tales done up in one package will please young owners of the book. It is also convenient for parents and teachers who read aloud to young children. *Ages 3-8.*—H.W.

A FOX IN THE HOUSE. *Story and photographs by Charles Philip Fox. Chicago: Reilly & Lee Co., 325 W. Huron St., 1960. Pp. 31. $2.50.*

KIPPY THE KOALA. *Pictures by George Leavens. Story by Crosby Newell. New York: Harper & Bros., 49 E. 33d St., 1960. Unpaged. $2.50.*

SIMPSON. *Story by Lee Jones. Photographs by Guy Gillette. New York: Holt, Rinehart & Winston, Inc., 383 Madison Ave., 1960. Unpaged. $3.50.*

These three books are alike in that the text, although adequate, is subordinate to the photographs. *A Fox in the House* is an easy-to-read

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The book, called **Four Fur Feet** (March, $3.00), is one of Margaret Wise Brown's unpublished poems set to pictures by Remy Charlip for 4-6 year-olds. It uses the magic of poetry and imagination to give children a muscular sense of the roundness of the earth – something that facts alone can never do.

Where Do They Go In The Rain?

Another picture book, **Where Does The Butterfly Go When It Rains** (March, $3.00), by May Garelick, raises some interesting questions for young children to ponder – what *does* happen to animals and insects when it rains? To illustrate it, Leonard Weisgard has evoked a softly rainy world.

All in all, this is a wonderful excuse to read aloud to 3-6 year-olds and savor with them the special qualities of a rainy day.

Is There Life On Earth?

"Science fiction seen through the wrong end of a telescope" is a good way to describe **Matthew Looney's Voyage To The Earth** (March, $2.75) by magazine spaceman Jerome Beatty, Jr. ("Trade Winds" column in SR). Matthew is a boy who lives on the moon and, of all things, wants to find out if there is life on earth.

Space-minded earthlings of 9-12 will read it avidly as an exciting, fast-paced story. Many of them will also enjoy it as a first experience with parody, for author Beatty gently spoofs our topsy-turvy space age with quiet thoroughness. This is one of those rare juveniles that is good reading for adults as well as for children. Reading copies are available on request at 50% discount postpaid while they last.

Bugs As Pets

A book that offers fascinating first-hand experiences for 4-7 year-olds is **Catch A Cricket** (April, $3.00) by Carla Stevens. This is a photographic picture-story of catching and caring for crickets, fireflies, woolly bears, and other child-size wildlife. It will encourage children to observe at close range and enjoy as pets some of the common small flying and crawling creatures.

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Pencil, Pen and Brush (March, $3.50), Harvey Weiss' new book about drawing for beginners stimulates you to start drawing with step-by-step instructions and inspires you with lots of drawing by the masters from Leonardo to the moderns. The thing about artist Weiss' books *(Clay, Wood & Wire* and *Paper, Ink & Roller)* that gets across to the reader is his unshakable conviction that you, too, can draw and that you're missing a good thing if you don't.

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Everybody Eats and **Everybody Has A House** (March, $2.00 each) by Mary McBurney Green for 4-7 year-olds have so far sold 60,000 and 80,000 copies respectively. Now they are completely done over with new gaily-colored illustrations by Lou Klein.

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book, but it is seeing more than the reading which the children will enjoy. The pictures of the little fox has appeal to children of any age. *Kippy The Koala* has photographs of other specimens of Australian wildlife besides Kippy. They are all part of the sights and sounds seen and heard by the little koala out on an exploring trip by himself. *Simpson* is a large, flat book depicting a burro. It has slightly more plot than the other two books and may appeal to somewhat older children. In all three books the photography is obviously the work of expert photographers who know how to make pictures tell a story. *Ages 4-10.*—H.W.

Science

STRANGE TRAVELERS. *By Sigmund A. Lavine. Illustrated by Gloria Stevens. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 150. $2.95.* Included in this fascinating study of the movement of animals over the earth, within the seas and through the sky are accounts of fish migrations on land, the suicide march of the lemmings into the sea, and the migration habits of army ants, crabs, bees, the monarch butterfly, birds, whales, locust, grunion and many others. *Ages 9 up. Reviewed by* ALPHORETTA FISH, *Instructor,*

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HOW THINGS GROW. *By Herbert S. Zim. Illustrated by Gustav Schrotter. New York: William Morrow & Co., Inc., 425 4th Ave., 1960. Pp. 64. $2.50.* An informative introduction to the basic concepts of mental, physical, social and emotional growth. The concepts of heredity, individual differences, body types and nutrition are emphasized. *Ages 10 up.*—A.F.

RAYS AND RADIATION. *By Robert Scharff. Illustrated by Bob Eggers. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 72. $2.75.* This dynamic introduction to the electromagnetic spectrum and the properties of electric waves, radio waves, infrared, light waves, ultra violet, X-rays, gamma rays and cosmic rays incorporates an interesting account of the way in which scientific knowledge is developed and how this knowledge is utilized. The clarity and care with which ideas are presented and developed make this an especially valuable text. *Ages 9 up.*—A.F.

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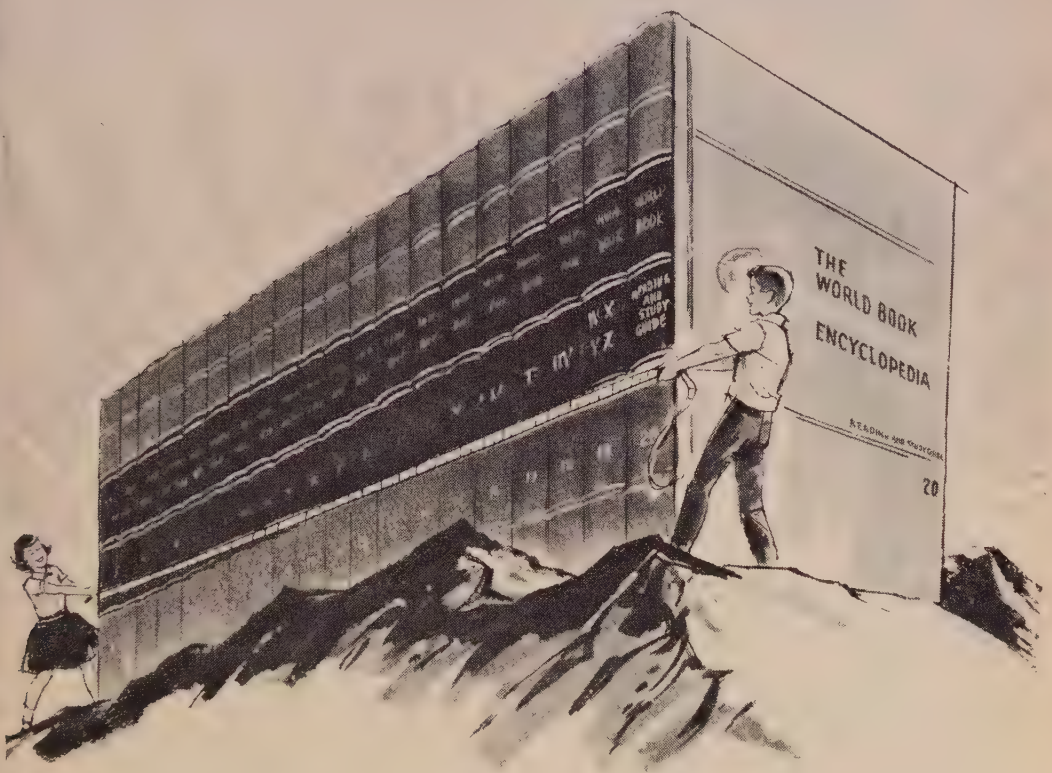

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Robert Gartland and with photographs. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 96. $3.50. A graphic description of the cycle of change which has taken place in our country over the centuries to form the Rocky Mountains, Appalachians and Sierra Nevadas. Includes a discussion of rocks, soil, rivers, glaciers, faults, earthquakes and volcanoes. A comprehensive study of physical changes which occur on the earth. *Ages 10 up.*—A.F.

STATIONS IN SPACE. *By Donald Cox. Illustrated by W. A. Kocher. New York: Holt, Rinehart & Winston, 383 Madison Ave., 1960. Pp. 56. $2.95.* This captivating, well-illustrated, up-to-date account of scientific progress in space answers such questions as: How can stations be erected in space? How will they be manned? Who wants space stations and why? The ideas of science fiction writers, Cyrano, Jules Verne and others, are examined in the light of present-day experiments and progress. Included is a study of space stations designed by von Braun, Stuhlinger, Ley and others. Useful glossary of space terms and bibliography. *Ages 10 up.*—A.F.

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Books for Adults

Editor, JAMES A. SMITH

DISCIPLINE, ACHIEVEMENT AND MENTAL HEALTH. *By E. Lakin Phillips, Daniel N. Wiener and Morris G. Haring. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. Pp. 198. $5.* This book attempts to answer the question: How does one best structure, guide and reinforce learning so that the child can continue to develop effectively on his own? The authors hold that this is the central issue with education in any curriculum, in any age, with any student, under any educational circumstances. They hold that good discipline promotes achievement and that good discipline and achievement promote mental health. The book aims to show how the teacher can enhance all three of these vital links in the educational process.

Some of the chapter headings indicate how this is done: Discipline in Perspective; Changing Styles and Values; Good and Bad Discipline; Techniques for Obtaining Good Discipline; Aiding Achievement; Aiding Social Growth, Aiding Emotional Growth, etc.

A difficult book to summarize, in some ways it has many sound and practical ideas. Of particular value is the chapter on handling special educational and clinical problems. Other parts will be of value to many classroom teachers. But, as a whole, the book misses its mark. One would expect that some basic principles of mental health, discipline and achievement would be clearly stated. They are not. One would also expect that a considerable amount of space would be dedicated to the psychology of learning and the psychological needs of children, but it is not. Nor are there definitions of the key words of the title. The result is often confusing. This reviewer was not far along in the book before he realized that the authors were not communicating due to lack of clarity of the concepts of discipline, achievement and mental health. Further, research references are missing and the bibliography in the rear of the book is inadequate.

The document is dogmatic, opinionated and lacks authenticity. It is pseudo scientific. Some illustrations contradict latest research; some statements contradict each other. The illustrations often seem to show a lack of understanding of how a good modern classroom functions.

Some factors which contribute to the confusion are: (1) oversimplification of problems in discipline and too many "pat" solutions; (2) the contention that children build self-discipline largely through imposed discipline; (3) failure to recognize new administrational patterns for helping children "achieve"; (4) using questionable disciplinary practices; (5) fostering the impression that most children are little animals to be tamed; (6) the feeling that the authors are simply not current in their knowledge of common methodology and practices.

This is a book of opinions and as such deserves consideration in this column. Furthermore, it deals with a topic current in depth of interest.—J.A.S.

THE STUDENT TEACHER IN THE ELEMENTARY SCHOOL. *By John U. Michaelis and Enoch Dumas. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. Pp. 378. $6.* Among the most significant and unforgettable moments of a student teacher's life is the time when with fear and trembling, mingled with a feeling of excitement and exaltation, she steps into the classroom that is to be her "home" for a period of a few weeks and meets "her"

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children for the first time. This is something she has looked forward to throughout her college career, but as the realization of the immensity of the role which is now hers engulfs her, she instinctively reaches out for some type of concrete support.

The authors provide this needed encouragement. Not only do they aid the student teacher to view her current role as objectively as possible; they help her to journey back into her previous training and knowledge and to draw from it valuable methods and theories, put these in their proper perspective, and utilize them in helping children as they learn to live in a democratic, problem-solving society.

Ideas and suggestions for the effective use of teaching aids and techniques are offered, as are valuable ideas in the realm of evaluation.

Delving beyond the student teaching experience, the authors extend their volume to include helpful information concerning the securing of a teaching position. In the final chapter are to be found such items as the type of letter one writes as a letter of application, hints on the proper procedure to follow in writing letters of inquiry, obtaining references and preparing records for placement offices, and items to keep in mind as one participates in a personal interview.

The beginning teacher will appreciate the reminders and suggestions given concerning ways the first days of school can be made as successful and meaningful as possible for all concerned.

The appendix, which is the code of ethics of the National Education Association, is something with which all teachers should be familiar, and certainly no volume for the beginning teacher would be complete without it.

This excellent book for the new teacher might well be given a place in the professional library of every school.—*Reviewed by* ROBERTA J. WAGNER, *Instructor of Education, Syracuse University, N. Y.*

SCHOOL GUIDANCE AND PERSONNEL SERVICES. *By Francis C. Rosecrance and Velma D. Hayden. Boston: Allyn & Bacon, Inc., 150 Tremont St., 1960. Pp. 373. $6.*

Here is a text on guidance and personnel services for schools which apparently is drawn from the authors' wide experience in education and from two surveys (1935 and 1955) of personnel practices in cities of over one hundred thousand population. Seventy pages of an appendix are devoted to a presentation of the questionnaire instruments and an illustrative case study involving an adjustment problem of an elementary school pupil. Elementary, junior high and senior high school guidance programs were reviewed in these surveys. The major weakness of returns is obvious in that 176 schools replied in 1935 and only 59 replied in 1955. It is interesting to note the large increase in the number of fulltime personnel workers in schools since 1935 and a sizable reduction in the part-time worker. The entire content of this work is

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more a listing or enumeration of the practices of pupil personnel services than it is a discussion of these practices as a functioning program within the total educational offering.

Those chapters dealing with the work of personnel specialists were written by individuals engaged in the training of such specialists. These discussions, though not intensive, are comprehensive and appear adequate for most readers. There is no particular emphasis which pertains to a single level of the school program, although most of the illustrations involve elementary school situations. The idea is presented that the classroom teacher "has become a functional coordinator of the pupil personnel services, with the guidance staff and the pupil personnel specialists acting as service personnel in the total school program"; but it is inadequately discussed—*Reviewed by* CARLTON L. KRATHWOHL, *Assistant Professor of Education and Dean of Men, Syracuse University, N. Y.*

SPEAKING AND LISTENING IN THE ELEMENTARY SCHOOL. *By Wilbert Pronovost, with Louise Kingman co-author of Chapter VII. New York: Longmans, Green & Co., 55 5th Ave., 1959. Pp. 338. $4.50.*

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The authors have done a most adequate job of identifying the skills needed by children if these two language arts are to be taught effectively in the elementary school. Equally well presented are the many and varied methods a teacher may use to provide creative teaching of skills relating to effective speaking and listening for children of this age.

The interesting and effective format of presenting illustrative lessons in the form of dialogue adds greatly to the understanding the reader develops as he proceeds through the book.

The major shortcoming of the book is that these two language arts, speaking and listening, are not and should not be presented in a compartmentalized fashion. They are not ends in and of themselves but simply means to other more important ends—more effective communicative power for all children both in and out of school.

This book should be good for preservice courses but exceptionally fruitful for experienced teachers who are concerned with improving instruction in these dynamic communicative skills.—*Reviewed by* RICHARD E. COLLIER, *Associate Professor of Elementary Education, Oklahoma State University, Stillwater.*

GUIDANCE FOR THE YOUNG CHILD. *By Louise W. Langford. New York: John Wiley & Sons, Inc., 440 Park Ave., S., 1960. Pp. 349. $6.25.* In the seventeen topics discussed, this book seems to cover every phase of preschool supervision. The author presents basic information and practical guidance techniques that should be helpful for parents and beginning teachers of young children.

Because the book is especially geared to beginning students working in laboratory schools, it is presented in a manner which is easy to read and to understand. The information and suggestions are basic and not necessarily as detailed as they might be for experienced teachers.

The strongest point of the book is the manner in which the information being presented is related to the practical scene of the nursery school. This is done through specific suggestions and countless examples. Nearly every aspect of child development, especially as it relates to the individual personality, is covered. Routine situations are discussed with warm understanding of the problems confronting some children in these areas. The chapters on stories, music, creative materials and science experiences are considered in terms of children's growth patterns; specific methods for planning and supervising such activities are included. There is one chapter dealing with guidance of the handicapped child in the nursery school.

At the end of each chapter Mrs. Langford lists the main points covered in that chapter and adds suggested assignments and selected readings.—*Reviewed by* EVELYN H. RICHARDS, *Assistant Director, Syracuse University Nursery School, N. Y.*

THROUGH ART TO CREATIVITY. *By Manuel Barkan. Boston: Allyn & Bacon, 150 Tremont St., 1960. Pp. 365. $6.75.* This attractive and practical book adds to the educational literature currently being produced which develops clearer concepts of creative teaching. The author's goal is primarily to report some detailed examples of good teaching of art in the elementary schools with some theory about the teaching of art. This is accomplished by analyzing the observations of eighteen creative teachers.

The content is organized in four levels: kindergarten, early, middle and upper elementary grades. Each level has two parts; in one the teaching experiences are narrated and pictured and in the other an analysis of the classroom activities is made in terms of: (1) developmental achievements of the children, (2) what the teachers talked about, (3) how classroom time was organized, (4) how classroom space was utilized and (5) the art works produced by the teacher.

It is a *methods* book, one which translates theory into practice without giving the reader the feeling that it is a cookbook for teaching. The ideas flow so freely that the reader is impressed with the thought that creative teaching

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is teaching in *many* ways and not through one pattern.

The author states, "Your ability to help children to create will stem in large part from your own personal experiences as a creator." The teachers in his book support his theory.

This book is handsomely mounted. The writing is fresh and stimulating, the pictures are splendid; the format is pleasant and effective. The last chapter makes a notable contribution in a discussion regarding the proper place of the art teacher in the elementary school. An annotated bibliography adds value to the book. All in all, it is an excellent contribution to an understanding of the art of teaching.—J.A.S.

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Over the Editor's Desk

Dear Readers:

There is a businessman in Washington, D. C., who says, "Tomorrow cannot affect today, but *today can affect tomorrow.*" This is related to this month's theme, "Children as Responsible Citizens," and the articles in this issue. The kind of education adults provide early in the lives of children *today* certainly can affect tomorrow! (See Havighurst's "Today's Children and Tomorrow's World," page 356.)

"People need to grow up, rather than grow old," says this wise Washington gentleman. He believes this philosophy and lives it.

One of the ways he communicates his philosophy to others is by placing a full-page quotation (in large bold type) in the daily city newspapers. This one has appeared six times in the past few months:

YOUTH

By Samuel Ullman

Youth is not a time of life—it is a state of mind. It is not a matter of red cheeks, red lips and supple knees. It is a temper of the will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life.

Youth means a temperamental predominance of courage over timidity, of the appetite for adventure over a life of ease. This often exists in a man of fifty, more than in a boy of twenty. Nobody grows old by merely living a number of years; people grow old only by deserting their ideals.

Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, doubt, self-distrust, fear and despair—these are the long, long years that bow the head and turn the growing spirit back to dust.

Whether seventy, or sixteen, there is in every being's heart a love of wonder; the sweet amazement at the stars and starlike things and thoughts; the undaunted challenge of events, the unfailing, child-like appetite for what comes next, and the joy in the game of life.

You are as young as your faith, as old as your doubt; as young as your self-confidence, as old as your fear; as young as your hope, as old as your despair.

In the central place of your heart there is a wireless station. So long as it receives messages of beauty, hope, cheer, grandeur, courage and power from the earth, from men and from the Infinite—so long are you young.

When the wires are all down and the central places of your heart are covered with the snows of pessimism and the ice of cynicism, then are you grown old indeed.

Margaret S. Woods, specialist in creative dramatics, School of Education, Seattle Pacific College, Washington, brought the above quotation to our attention when she was at the Center contributing her services (for the ACEI Building Fund). At the lecture and the two demonstrations (one with four- and five-year-olds and one with adults) she brought out the need to develop the imagination. "Young children use their imaginations easily and naturally. This builds up their courage and confidence." I might add the children that morning were engrossed in using their imaginations even though over one hundred onlookers (parents, teachers, students, principals, curriculum directors and others) were there.

That afternoon the onlookers of the morning created dramatically. What fun we had releasing our imaginations and energies with, to quote from the above, "a vigor of the emotions"! We played an imaginary game with an imaginary ball and then had an imaginary parade which "spilled" out of the multi-purpose room into other rooms.

We then divided into groups and tried to think what we adults say or do "to put children's imagination, courage and confidence 'into the deep freeze' at home and at school." We reminded ourselves that we sometimes say:

"Let *me* do it for you!"
"Is *that* the best you can do?"
"I'm too busy."
"Why don't *you* get A's like your brother?"
"Act your age."
"That was silly, do something else."
"You're not old enough to do *that.*"

Perhaps you in your homes, schools and community clubs can do something *today that can affect tomorrow.* We need *imagination;* we need *courage;* we need *confidence* in ourselves and others; we need *joy in the game;* we need to stop and evaluate what we say and do to encourage these!

Perhaps you can plan some ACE branch workshops or inservice education workshops in which you can work in the field of creative dramatics.

Sincerely,

Margaret Rasmussen

P.S. Watch for ACEI's "Creative Dramatics" bulletin which is planned to come off the press this fall.

Above:

Adults use imagination in creating dramatically (Multi-Purpose Room).

Child uses materials in Display Room before going into Multi-Purpose Room for creative dramatics demonstration.

Left: **Margaret Woods and children demonstrate creative dramatics to audience in Multi-Purpose Room.**

Nursery School Portfolio

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The 1961 edition of *Nursery School Portfolio* contains new materials, with the exception of two leaflets which are revisions.

D. Keith Osborn, chairman of the 1959-61 Nursery School Education Committee, reviewed the 1953 *Nursery School Portfolio* with the assistance of his committee and made suggestions for the 1961 edition. Included among the authors are committee and other Association members.

Leaflet Number, Title and Author

1. What To Expect of the Twos, Threes and Fours: SARAH LOU HAMMOND, Florida State University, Tallahassee
2. A Good Day for the Twos and Threes: JOHANNA B. MCCARTNEY, Woman's College, University of North Carolina, Greensboro
3. A Good Day for the Fours: MARGARET B. MCFARLAND, Western Psychiatric Institute and Clinic, Pittsburgh, Pennsylvania
4. Meeting the Needs of the Preschooler: D. KEITH OSBORN, The Merrill-Palmer Institute of Human Development and Family Life, Detroit, Michigan
5. The Nursery School Program: LORRAINE STOREY, Pacific Oaks Friends School, Pasadena, California
6. Guiding the Young Child's Play: ELIZABETH ALDEN, Teachers College, Columbia University, New York, New York
7. Creative Art Experiences for the Young Child: HOWARD A. SLATOFF, Alameda State College, Hayward, California
8. Science Experiences: DOROTHY HAUPT, The Merrill-Palmer Institute of Human Development and Family Life, Detroit, Michigan
9. Studying Young Children: RALPH L. WITHERSPOON, Florida State University, Tallahassee
10. Housing the Nursery School: MARY M. ROGERS, University Elementary School, University of California at Los Angeles
11. The Cooperative Nursery School: NORMA R. LAW, College of Education, Wayne State University, Detroit, Michigan
12. Parents and Teachers Work Together: MYRA WOODRUFF, Bureau of Child Development and Parent Education, State Education Department, Albany, New York

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